

Hope - Intermediate Mid

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define hope.
2. identify the benefits of hope.
3. identify things that bring them hope.
4. write 5 sentences describing their best possible future selves.

Language Learning Outcomes

Students will...

1. understand explicit main ideas.
2. connect content to background knowledge.
3. listen for specific information.
4. infer the meaning of unfamiliar words.
5. actively participate in conversations through proper responses.

Materials Needed

- [Hope IM PowerPoint](#)
- [Hope Theory - Make Your Life Better](#)
- [The Power of Hope](#)

Overview

Hope is a trait that can be learned and developed.

Having hope can help you feel more satisfied and joyful.

Hope is assuming that good things will happen in our lives and knowing that we can work to help those things come to pass.

Did you know that people who have hope do better in life? Hopeful people have better grades, perform better at work, and have closer relationships with friends and family. Hope helps relieve stress, strengthens the immune system, broadens your mind, increases your chances of accomplishing goals, and makes you happier. (Lopez, 2013)

Hope enables us to overcome challenges and keep striving to achieve our goals.

Activate Background Knowledge

What was our special topic last week? Have you had any experiences with it this past week that you would like to share?

What is hope?

- Talk with your partner for one minute about what hope is and how you feel when you have hope.
- Have a few people share with the class what they discussed with their partner.

Here are three pictures that may represent hope to some people. Discuss with your partner how each picture might represent hope.

- Which one is your favorite representation of hope and why?



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Activity 1: Listening

Pre-listening

Before watching the video, discuss the following questions:

- Have you ever heard of the Hope Theory?
- What predictions can you make about the Hope Theory?

We will now watch a video that describes the Hope Theory.

Listening

- Listen for difficult words and see how those words are explained in the video (1:53-2:07 if you want to listen again).
- Take notes. Complete the note-taking section of the handout as you watch the video.
- You may need to watch the video more than once.

[Hope Theory - Make Your Life Better](#)

<https://edtechbooks.org/-Dtkh>

Post-listening

Review the components of the Hope Theory.

If you would like to, you can take a minute to have the students complete the 4 steps of the process for their own goals. If you choose to do this activity, do not spend too much time on it since we have done similar activities in previous weeks (identify goals, pathways, obstacles, and possible solutions to obstacles)

Activity 2: Listening

Pre-listening

Tell students that the next video will demonstrate an example of someone who followed the process discussed in the previous video.

Listening

Watch to see how the girl in this video models the Hope Theory process.

- What was her goal?
- What pathways did she take?
- What obstacles did she encounter?
- What actions did she take to overcome her obstacles?

Watch the following video: [Watch 14-year-old filmmaker Kalia Love Jones's animated short film 'The Power of Hope'](#)

Post- Listening

Discuss the answers to the questions from above.

Activity 3: Speaking

The girl in the video overcame the obstacles she faced and was able to achieve her goals. She became the version of herself that she wanted to be.

Imagine yourself in a future time where you have achieved your goals. What would the best possible version of yourself look like? Consider different aspects of your life that you can control such as education, career, relationships, health, hobbies, etc.

(Give the students 1-2 minutes to think about what their best possible future self would be like. Encourage them to be realistic. For example, don't imagine yourself winning the super bowl if you don't play professional football. The point is not to visualize your greatest fantasy, but a best possible future that is attainable.)

Write 5 sentences describing your best future self. Use simple present tense (as if it has already happened) For example, I am a successful BYU graduate. I am a loving mother to my children. I eat healthy food and exercise. Use adjectives to add detail and be as specific as you can.

Share your 5 sentences with a partner.

Activity 4: Speaking

When the girl was discouraged, what gave her hope to move forward with her goals? What brings you hope when you are feeling discouraged?

Here are some ideas that other people have listed that give them hope when they feel down. Look at the list. Do any of these ideas bring you hope as well?

- The dawning of a new day
- Nature and gardening (plant a seed and watch it grow)
- A sense of meaning
- Children
- Music, art, beauty, dancing, singing, learning, creativity, innovation, and knowledge
- Choice, freedom, and free-will (I have the ability to change the situation.)
- History (I have done it before so I can do it again.)
- Connections with positive people
- Deep breathing, sleep, meditation, prayer, and quiet time
- Witnessing or experiencing acts of love, goodness, and kindness
- Sense of competence (positive feedback)
- Sense of progress toward a goal

Think of a time when you felt very discouraged. What brought you hope and helped you get through that time?

Activity 5: Speaking

Conversation Lines

1. Make two lines facing each other.
2. Share with the person across from you something that brings you hope when you are feeling discouraged.
3. Listen as they share something with you.
4. When the time is up, each person in the first line moves one person to the right.
5. Repeat steps 2-3 with a new partner.
6. Rotate until everyone has had a chance to be with each partner (or until you are finished with the topic)

Activity 6: Speaking

Sometimes even after we have given our best efforts and tried many pathways we fall short. We may need to periodically reevaluate and set new goals. Other times our goals may change over time. We do not have to work towards our goals alone. Whether we achieve our current goals or not, there is always hope. If one goal does not work out, we can re-evaluate and set new goals.

What is the takeaway? Have students share one thing they will remember from today's lesson.

Homework

What things bring you hope? Think about what brings you hope and come to class tomorrow with a picture, poem, or something else to share with the class which represents something that brings you hope.

Follow-Up

Tuesday:

During our last class, we talked about hope. We discussed what hope is, the benefits of hope, and things that facilitate hope. Your assignment was to bring something (such as a picture, poem, etc.) to share with us today that brings you hope.

I would like each of you to share with your partner what you brought that brings you hope. If you forgot to bring a picture or an item, you may just describe something that brings hope.

Invite some students to share with the class what brings them hope.

Wednesday:

Joseph Addison, a famous English poet, playwright, and politician believed, "Three grand essentials to happiness in this life are something to do, something to love, and something to hope for."

- What do you think of his belief?
- Do you agree? Discuss this quote with your partner.
- Do you agree and why?
- Why is it important to have something to hope for?

Thursday:

How does this quote by Thomas S. Monson relate to hope?

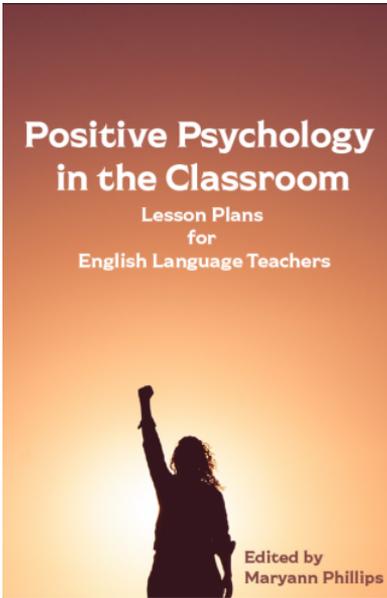
"Vision without effort is daydreaming, effort without vision is drudgery; but vision, coupled with effort, will obtain the prize." - Thomas S. Monson

- In what ways does having hope in something make it more

possible?

“Once you choose hope, anything is possible.” -Christopher Reeve

- Discuss this quote with a partner for 2 minutes. How does hope help you move forward in your life? Have a few students share their thoughts with the class.



Phillips, M. (2022). *Positive Psychology in the Classroom: Lesson Plans for English Language Teachers*. EdTech Books.

<https://edtechbooks.org/PositivePsychologyintheClassroom>